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CHAPTER V

THE CONCLUSIONS AND RECOMMENDATIONS

V.1. Conclusions

Based on the analysis displayed at chapter IV, the conclusion could be drawn as follows:

1. There is no significant difference in students' reading comprehension, pre-test mean score between an experimental group and a control group at SMPN 10 TAPUNG.
2. There is a significant difference in students' reading comprehension post-test mean score between an experimental group and a control group at SMPN 10 TAPUNG.
3. There is a significant difference between students' reading comprehension, pre-test and post-test mean score by using the Herringbone technique of experimental group at SMPN 10 TAPUNG.
4. There is no significant difference between students' reading comprehension between pre-test and post-test mean score by using non-herringbone technique of control group at SMPN 10 TAPUNG.
5. There is no significant difference of students' writing ability pre-test mean score between the control and experimental groups at SMPN 10 TAPUNG.
6. There is no significant difference in students' writing ability post-test mean score between an experimental group and a control group at SMPN 10 TAPUNG.

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7. There **is a significant** difference between students' writing ability pre-test and post-test mean score by using **the Herringbone technique of the experimental group** at SMPN 10 TAPUNG.
8. There is **a significant** difference between students' writing ability pre-test and post-test mean score by using non-herringbone technique of control group at SMPN 10 TAPUNG.

V.2. Implications of the Research

To improve the students' reading comprehension and their writing ability, particularly in writing ability and reading comprehension, the teacher has to be able to use teaching strategies which are effective, efficient, and relevant **to the need** of the students in order to achieve the target determined by the curriculum. Herringbone technique is one of the teaching technique considered to be effective, efficient, and relevant with the teacher needs. This technique aims to assist the **students writing ability**, strengthen, recall the information being learned, to gather ideas, quickly, and to summarize the ideas or information obtained.

This research shows that the **use of Herringbone technique can improve** students' writing ability and reading comprehension at SMPN 10 TAPUNG This research provides several implications as explained as follows:

1. This research has implication on students' writing ability and reading comprehension. By using **a Herringbone technique**, the students can write fluently and smoothly.

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2. This research has implication on the ability of the teachers to use herringbone. The teacher need the use of **the herringbone technique** that the teachers are able to extend the students' motivation well.

V.3. Recommendations

Based on the data analysis conducted in the chapter IV, and the conclusion, this research found that the teaching strategy used either in the control group or in the experimental group shows that the students' writing ability and **reading comprehension has improved**. In other words, there is no significance difference of **students writingability** and their reading comprehension beforethetreatment in both groups, there **is a significant** difference of students writing ability and there is no difference in writing abilityafterthetreatment in both groups. It means that the teaching technique used in the control **and experimental group was** able to improve the students' writing ability and reading comprehension. Therefore, this research recommends for conducting further research in the form of quasi-experimental research in order to find out which technique is better to improve the students' writing ability and reading comprehension. Beside, this research also recommends for conducting further research in the form of mix method research herringbone technique. It means that the further research can conduct it either quantitatively in order to find out which steps of **the Herringbone technique** on students' writing ability and reading comprehension, and factors of using **the Herringbone technique** can improve

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the students' **writing ability and** reading comprehension.

In addition, several recommendations should be given to the students, the educators and the stakeholder.

1. For the students

It is suggested to learn and comprehend more the use of Herringbone technique, the students can use Herringbone technique **during practice** their writing ability. The students are expected to consistently practice how to writing ability fluently and smoothly.

2. For the teacher,

It is suggested to understand more the use of **the Herringbone** technique in order to give other variations of the teaching techniques, so that **the students' ability**.

3. For the institution,

There are several points that need to be suggested as in the following:

- a. Herringbone technique should be introduced and developed futher for the teacher, students, and other educators as an alternative teaching **strategies**, particularly in teaching **writing ability**. The process of introduction and development of writing ability can be conducted through English clubs or English zone, meetings, or training.
- b. Further research related to the use of writing ability needs to be conducted by relating it with other variables such as interest, prior

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knowledge, self-concept, critical thinking skills, anxiety, creativity, etc, which those are the integral parts of the students that is necessary to explore more its influence on the development of cooperative learning teaching strategies

- c. By providing the positive contribution of the use of the Herringbone technique on students' writing ability the educators and stakeholder are expected to improve its sustainability.

Herringbone technique as a student - centered approach improves writing ability among the students in this study. Therefore, teachers in schools, especially teachers who teach English writing ability need to be aware of the benefits and importance of herringbone technique. There are positive changes taking place when teachers change their teaching methods towards a more student-centered approach. Teachers need to master the types of writing techniques to be used and plan how to implement them with the herringbone technique. Therefore, teachers are encouraged to practice this method regularly and effectively. There is evidence collaboration that the Herringbone technique has a positive effect on the formation of positive attitudes towards writing among students. Finally and on the basis of the evidence provided by this research, it seems quite reasonable to state that the Herringbone technique has many benefits, such as improving writing ability and reading comprehension. Although, there is no 'perfect methodology', Herringbone technique is an instructional method which is effective in enhancing the acquisition of

English writing ability and reading comprehension.



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